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ABSTRACT

Project ACT aims (1) to improve the class attendance of American Indian students, (2) to make students' school experience more relevant to life and work, (3) to assist Indian students to experience success in school by providing them with assistance relating to their academic programs, and (4) to provide supportive financial assistance to Indian students with special needs. This report presents information on how well these objectives were achieved during the 1975-76 school year. During the year, the project provided the students with work experience, and tutorial assistance in math, English, science, and history. Eight newsletters (400 issues of each) were mailed to parents with information on services available to them, how to use these services, the procedures for visiting the schools, and other matters such as the Title IV Election. Outside speakers were brought to discuss various careers and opportunities with the students. Although there was an overall drop in average number of days attended, the number of students counted was greater. Students participating in the project had a higher grade point average (GPA). With the improvement in GPA and the slight decrease in attendance and the job training, it was apparent that the Work-Experience Program helped to reach all four of the project's objectives. There was also an increase in Indian participation in school activities. This participation in school activities was shown to be a factor in improved attendance and grades. (NQ)

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ANADARKO PUBLIC SCHOOLS

Title IV Part A, Indian Education Project

"ACT"

1975-76 Project Evaluation

RC010118

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ANADARKO PUBLIC SCHOOLS
Title IV Part A, Indian Education Project "ACT"
1975-76 Project Evaluation

By: Charles H. Redcorn

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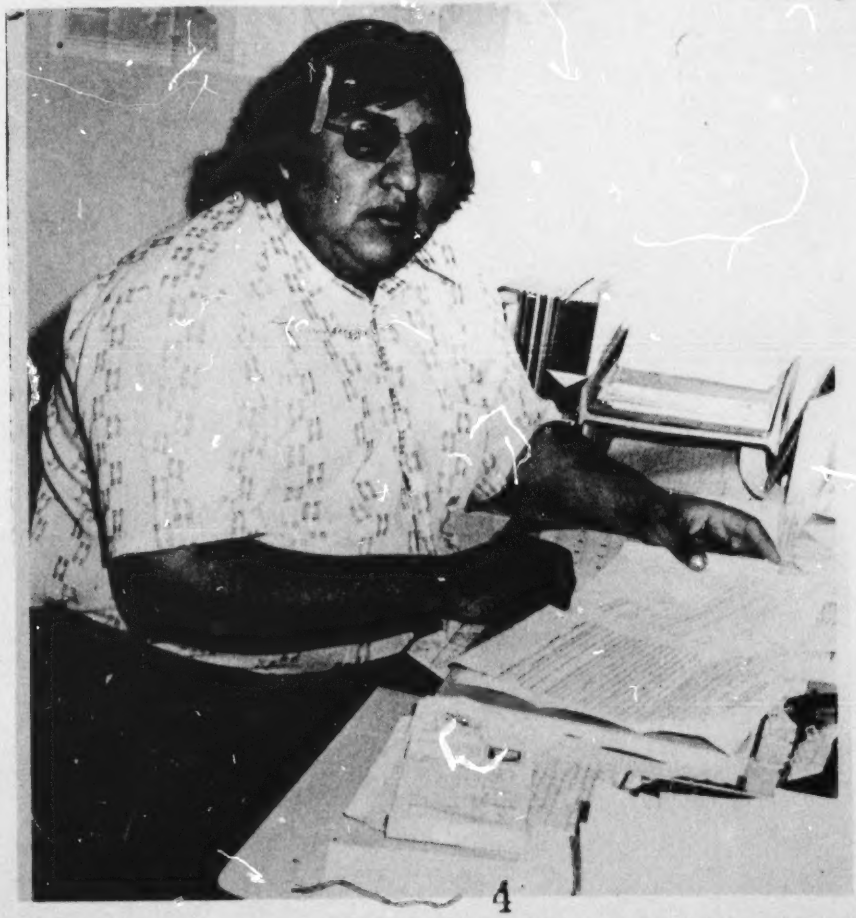
STATED OBJECTIVES

Objective One	To improve the class attendance of Indian Students.
Objective Two	To make the Indian Students' school experience more relevant to life and work.
Objective Three	To assist Indian Students to experience success in school by providing them with assistance relating to their academic programs.
Objective Four	To provide supportive financial assistance to Indian Students with special needs.



Vocational Coordinator Joe Shunkamolah catching up on his paper work

HOW WELL WERE OBJECTIVES ACHIEVED:

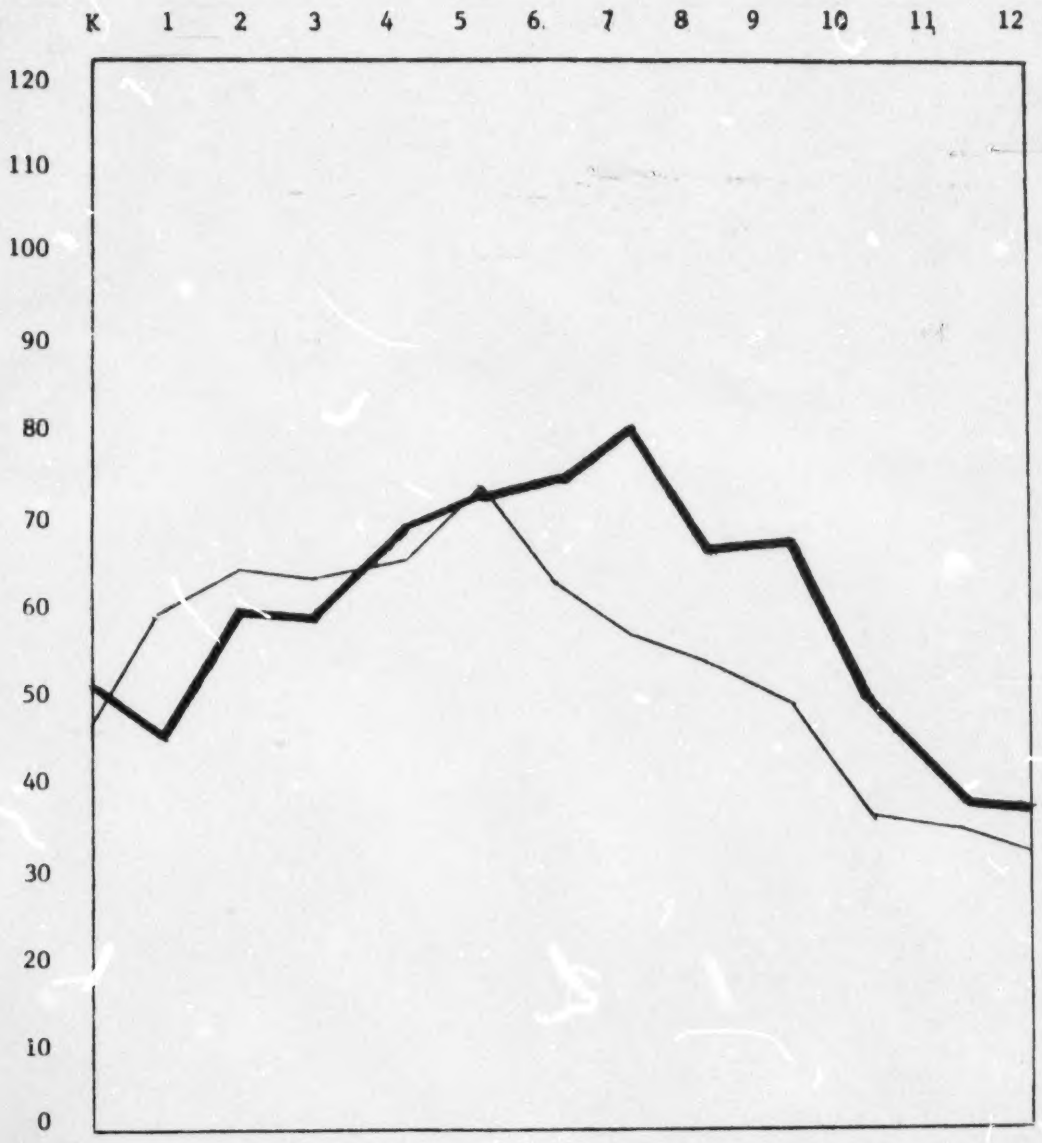
OBJECTIVE ONE: TO IMPROVE THE CLASS ATTENDANCE OF INDIAN STUDENTS

Grade	Avg. No. Days Att. 1974-75	No. Stu.	Avg. No. Days Att. 1975-76	No. Stu.	Change
2	154.1	53	165.4	50	+9.3
3	159.9	59	161.6	53	+1.7
4	161.9	59	163.2	60	+1.3
5	160.4	59	158.7	65	-1.3
6	164.7	72	162.4	75	-2.3
7	158.7	55	158.5	75	-.2
8	162.3	54	161.2	63	-1.1
9	162.2	46	155.5	63	-6.7
10	154.7	33	155.8	38	+1.1
11	154.6	42	156.7	32	+2.1
12	160.4	24	161.9	34	+1.5
2-12	163.0	50	160.0	55	-3.0

(The above figures represent only those students who were enrolled during the entire year.)

While the above table reflects an over-all drop in average number of days attended, it must be kept in mind that the number of students counted was greater. This is an indication that fewer students are leaving school. In other words there were more marginal students counted during the current year.

Average number of Indian students enrolled in grades K-12 during the month of September.



The graph on the previous page indicates more holding power for the Anadarko Schools over previous years. The lower enrollments in grades Kindergarten through three is due to the population characteristics for the Anadarko area. Those students in the first grade during the 1974-75 school year were in the second grade during the 1975-76 school year and the graph shows that shift.

In addition to Mr. Gene Quetone and Mr. Bill Berry who functioned as Coordinators to achieve this objective the Project Act staff brought to the students the following speakers:

Mr. Sonny Sixkiller, Professional Athlete. Mr. Sixkiller is a Cherokee who spoke of how he grew up away from Indian people and is just becoming aware of Indian People and their problems. He told of his willingness to speak anywhere if it will help young Indians.

Mr. J. R. Cook, Director, Southwestern Indian Cultural Center, Weatherford. Mr. Cook sponsored Mr. Sixkiller's trip.

Ms. Tammie Cannon, Drug Counselor, spoke to the students about the career opportunities in the drug counseling field as well as some of the hazards of using drugs.

Secretary - Aide Clara Decker typing a report

OBJECTIVE TWO: TO MAKE THE INDIAN STUDENTS' SCHOOL EXPERIENCE MORE RELEVANT TO LIFE AND TO WORK

Attendance of Work-Experience Students.

The table below shows attendance for a three year period.

	1973-74	1974-75	1975-76
Private Business	* 167.2	160.8	163.5
Public Service	* 163.9	162.4	162.6
All Work-Experience	* 165.1	161.7	163.0

The above table indicates the attendance for Work-Experience students. None of the students were a part of the program during 1973-74 school year. The drop in number of days attended bears an inverse relationship with improvement in Grade Point Averages.

As in the previous year the on-the-job ratings for private business Work-Experience students was higher than public service jobs.

The only adjustment in the Wor-Experience program that was voiced was that perhaps the number of job slots could be more flexible.

In addition to functioning as Project Coordinator Mr. Joe Shunkamolah teaches Career Awareness classes that are open to all Indian students. Mr. Shunkamolah has an Oklahoma Teaching Certificate, and a B.A. Degree in Social Studies.

Mrs. Clara Decker has attended secretarial classes at Vocational-Technical School, and college majoring in business. Mrs. Decker handles office duties, and records of students, including time shetts and pay records.

This part of the evaluation deals with the work-experience students and the job performance ratings, attendance, and grade point average.

Job Performance

Employers were asked to rate statements about work-experience students with the answers assigned weights of 1 through 5. The following is how each answer was weighted:

(1) Disagree strongly . . . . 1 point
(2) Disagree. . . . . 2 points
(3) No opinion. . . . . 3 points
(4) Agree . . . . . 4 points
(5) Agree strongly. . . . . 5 points

The following are the results of the employer responses to each of the statement:

(1) Student came to work regularly?

Private Business 4.7
Public Service 3.9

Girls 4.7
Boys 3.8

It can be noted that on this part of the evluation the work-experience students compared very favorablly with the work-experience students from the previous year. In fact there was a marked increase in on the job ratings.

(2) Student increased in degree of job competency?

Private Business 4.6
Public Service 4.2

Girls 4.6
Boys 4.3

In this area the Public Service type jobs did much better than the previous year. It is interesting that the staff of Project ACT stressed this point in their discussions.

(3) Student reached work on time?

Private Business	4.4
Public Service	3.9
Girls	4.3
Boys	4.0

(4) Student was enthusiastic about work?

Private Business	4.7
Public Service	4.0
Girls	4.9
Boys	3.9

As the previous year the girls received almost a perfect rating on enthusiasm about work. The boys actually dropped some from the previous year. Historically there are many who believe that outward enthusiasm among Indians is perhaps less than among the dominant American groups. If one places stock in this arguement the ratings by employers is not so alarming. Particularly when one views the other ratings on the job.

(5) Students improved in dealings with public?

Private Business	4.7
Public Service	4.4
Girls	4.5
Boys	4.7

The Boys were rated higher on this question than were the Girls. This was true of the previous year. Historically, again, there are those who believe that one of the greatest handicaps Indians face in the job market is the inability to face the public. In this respect Project Act is doing a great job.

Employers were enthusiastic about this question and several had additional comments.

(6) Student asked questions?

Private Business	4.8
Public Service	4.6
Girls	4.8
Boys	4.6

This was the only question in which the ratings by employers were the same as the previous year.

(7) Employer over-all response to statements.

Private Business	4.6
Public Service	4.2
Girls	4.6
Boys	4.2

In the over-all employer response to statements the two target groups from the previous evaluation showed an improvement.

The employer addtional comment section was used much more than the previous year.

A common statement by employers was that the employer had not worked with the students as much as planned, but that employers had worked with students more than the previous year. This was reflected in the job ratings.

As last year all employers stated that the program was good and that they each hoped it would be continued.

More employers indicated that they wished to retain students as permanent employees.

Career Awareness Speakers.

Dr. Ken Anderson, School of Technology, Oklahoma State University. Dr. Anderson is searching for Indian high school students who wish to seek a two year or a four year degree in one of the engineering fields. The program at OSU will pay expenses for Indians who qualify. Dr. Anderson explained the program.

Attendance Liaison Program Coordinator Gene Quoetone talks with high school student Victor Horse

Mr. Don Chaino, Exployment Assistance Officer, Bureau of Indian Affairs. Employment Assistance will assist Indian people who wish to impro[illegible] their job market skills, but who do not wish to atte[illegible]ege. Mr. Chaino pointed out that the real difference is in the preference for life style, because both vocational and college trained people both earn adequate and sometimes outstanding salaries.

Mr. Mark Fossey, Student at Oklahoma University Medical School, told the class of how to prepare for medical school, and how to know if they really do wish to become a part of the medical profession.

Ms. Shirley Howery, Beautician and member of the Caddo Tribe. Ms. Shirley Howery told of training procedures, and explained who might find being a beautician a rewarding career.

Ms. Lou Ann Largent, Job Placement Counselor. Ms. Largent told the class about the procedure for applying for a job, and services available for assisting people interested in finding a job.

Mr. Bill Pahdocony, Personnel Officer, Bureau of Indian Affairs. The application forms, and other procedures were covered. The importance of experience in employment was explained by Mr. Pahdocony who is an Indian.

Student tutor Kim Sahmaunt tutoring a junior high student

Mrs. Theresa Palmer, Vocational English Teacher, Anadarko S Schools. Mrs. Palmer is the former tutor for the ACT Project. She explained some of the common problems involved in languages when people who are new to the job market seek employment.

Student worker Ramona Bantista at her hardware store work station

Mr. Steve Pratt and Mr. Jess Burris, American Indian Nurses Association presented the background potential nurses should acquire during highschool, and how they might make application to nursing school. They also pointed out the need for more American Indian nurses, because of the Indian Health Service Hospitals and Clinics. Both are Indian.

Mr. Warren R. Weller, Oklahoma State Employment Service, and a member of the Caddo Tribe. Mr. Weller told the classes of the services available to them through his agency, and the procedure for using those services.

OBJECTIVE THREE: TO ASSIST INDIAN STUDENTS TO EXPERIENCE SUCCESS IN SCHOOL BY PROVIDING THEM WITH ASSISTANCE RELATING TO THEIR ACADEMIC PROGRAMS

Tutorial Assistance.

Tutorial Assistance is an important part of Project Act. Mrs. Donna Pratt provided tutoring as well as supervision for three student tutors. Mrs. Pratt has an Oklahoma Teaching Certificate, and has experience from Riverside Indian School. Mrs. Pratt tutored in the High School.

Mr. Marlin Goombi served as tutor in the fifth and sixth grades at West Elementary School. Mr. Goombi is an Indian.

Mrs. Sarah Tointigh, a graduate of the University of Science and Arts of Oklahoma, tutors in the High School. Mrs. Tointigh is an Indian, and is familiar with most of the students.

Teachers in the appropreate grades were notified by letter of the tutoring services. Tutoring is on a referral basis, or on a volentary basis.

The High School tutoring assistance is in the areas of Mathematics, English, science, and history. In addition to direct one on one tutoring the program engages in teacher conferences to ascertain needs of students.

In addition to the tutoring sessions the Tutors accompanied students to on-site vists to the University of Oklahoma Campus and the Central State University Campus at Edmond. These trips afford the students an opportunity to take some of the shock out of going to college for the first time, and in some cases have helped students to make up their minds to try college.

Academic achievement.

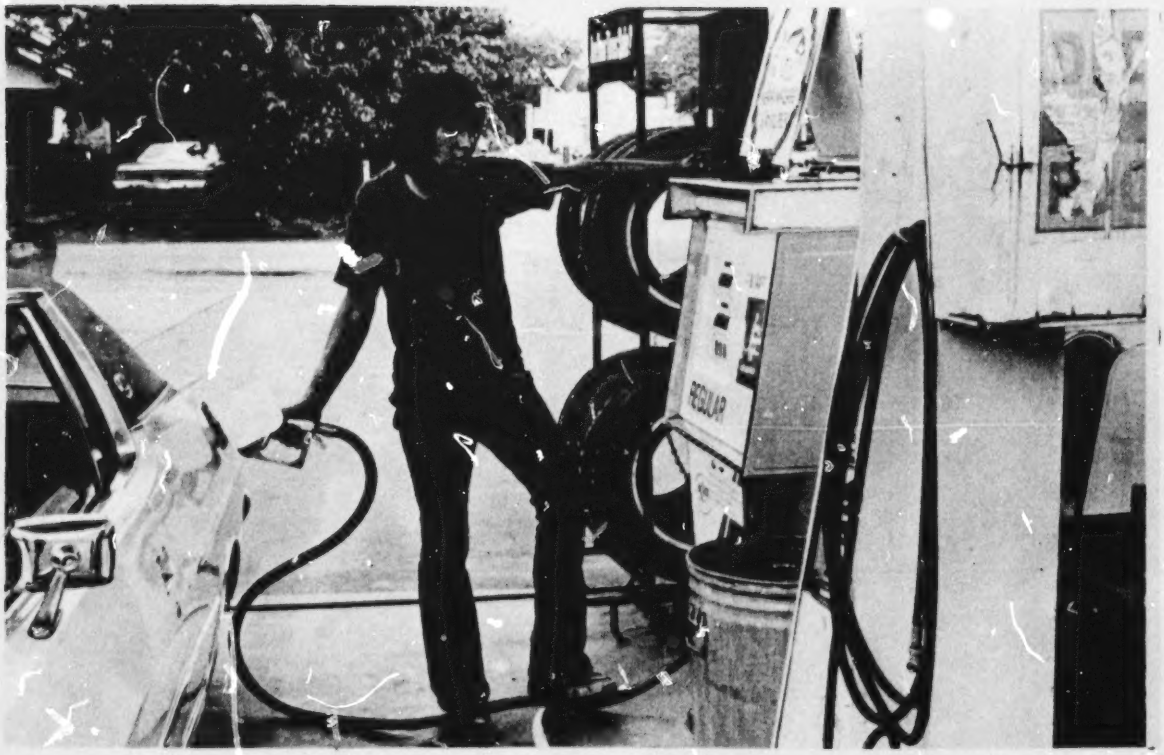
Two groups of students taking parts in various phases of Project Act were selected for comparison from the previous year and the current school year. The following table indicates the results.

	GPA 1974-75	GPA 1975-76	Change
Group One	2.67	2.78	+.11
Group Two	2.46	2.61	+.15
Groups One & Two	2.56	2.69	+.13

(Based on 4.0 Grading system.)

The above indicates success in the achievement of Objective Three. The table does show a Grade Point Average that is higher than the Indian students not taking part directly in Project Act. That is a good indication that Project Act should be expanded if possible.

Student worker Alberta Printup at her clothing store work station



Student worker Pat Paddlety at his service station work station

Work-Experience.

Students involved in the Work-Experience Program showed the following Grade Point Averages (GPS) during the three year period that ended in the 1975-76 school year.

GPA 1973-74	GPA 1974-75	GPA 1975-76
2.34	2.55	2.80

(Based on a 4.0 grading system.)

In a stuatistical measurement the above improvement in GPA was shown to be significant. With the improvement in GPA and the slight decrease in attendance and the job trainging it is apparent that the Work-Experience Program helps to reach all four of the stated objectives of Project Act.

Activities.

Participation in school activities has been shown to be a factor in improved attendance and grades; therefore, it is appropriate to report on Indian student participation in activities.

	Total Number of Participants	Indian Student Participants	Percentage of Indian Student Participants
Anadarko Junior High	443	78	13.1%
Anadarko High School	761	185	24.3%

The graph shown earlier indicates that the Junior High School is a critical time for Indian students in the Anadarko School System. The above graph shows the same thing.

The above graph included sports, music, honor societies, Student Council, DECA, F.F.A., F.H.A., and clubs of the various disciplines.

Student worker Terry Jarvis Kirkley at her law office work station

The table below is a breakdown of Indian participation in Anadarko High School activities.

	Total Number of Participants	Indian Student Participants	Percentage of Indian Student Participants
Band	47	6	13.0%
Basketball Girls	30	17	5.7
Basketball 9th Grade Girls	16	16	100.0
Basketball Boys	34	9	26.0
Baseball	8	2	25.0
Baseball 9th Grade	16	2	12.5
Cheerleaders	15	7	47.0
DECA	75	3	4.0
F. F. A.	78	10	12.8
F. H. A.	43	8	19.0
Glee Club Boys	8	1	12.5
Glee Club Girls	35	9	26.0
Indian Club	32	32	100.0
Kings	3	1	33.3
Mellotones	21	3	14.3
National Honor Society	39	2	5.1
Off-Season	53	16	30.1
Queens	8	3	37.5
Spanish Club	46	5	11.0
Student Council	67	10	14.9
Tennis	34	8	23.5
Track	31	6	19.0
Work-Studey	22	6	27.4
Totals	761	185	24.3

Student worker Ann Watkins at her school office work station

The table on the preceding page represents an increase in Indian participation in activities over the past. The table was shown to former students of the Anadarko School System to get a response as to how much of an increase it would be. Although there was nothing scientific about the questions asked of former students, not one failed to point out the increase.

The purpose of such an inquiry was to place in a historical perspective the effectiveness of the Project Act. When one views the enrollment figures that show Indian students to not finish school as much as Non-Indians it can be discouraging. However, the former students were quite impressed with the previous table.

Speakers.

Mrs. Jean Bales, an Artist from Washita. Mrs. Bales told the class of the importance of creative and through research in the field of Indian Art. Mrs. Bales has excelled in sculpture, painting, pottery, and is starting in beadwork. Mrs. Bales also explained her research procedures.

Mrs. Reba Cross and Mr. Glen Solomon. Mrs. Cross is a Caddo, and Mr. Solomon is a member of the Cherokee Tribe. Their presentation covered the field of journalism, particularly as it relates to Indians. Mrs. Cross is a reporter for the Oklahoman, and Mr. Solomon is Oklahoma Editor for the Wassaja, an Indian Newspaper.

Mr. Max Delaware, Bacone College, spoke of the advantages of attending a two-year college in preparation for a university. He also told of the program at Bacone. Mr. Delaware is an Indian.

Dr. Aaron Dry, Acting Director of Communications, Anadarko Area Office, Bureau of Indian Affairs. Dr. Dry spoke on some of the historical aspects of Indian education, and the need for emphasis on Indian Education in the future.

Mrs. Pat Horse. Mrs. Horse told of her experiences in becoming an attorney and how she decided to undertake law school. She also told of the opportunities that are available through Indian Law school programs. Mrs. Horse is an Indian.

Student worker David Chalepah at his custodial work station

Student worker Sheila Jones at her department store work station

Mr. Allen Linthieum, Aero-Technical Institute of Wichita Falls, Texas, an Indian. The Career Education Class met with Mr. Linthieum at the Anadarko Airport, and saw the working of the science of avionics, and heard about the personal and career opportunities in the field of avionics.

Mr. Joseph H. Sahmaunt, Oklahoma City University and a member of the Kiowa Tribe. Mr. Sahmaunt spoke on Indian educational opportunity, both nationally and across the state.

Mr. George Thomas, a Cherokee, Director, Indian Student Development for the University of Oklahoma School of Engineering. Mr. Thomas is a nuclear engineer and stressed the need for Indians to master engineering as a profession.

Mr. Luke Toyebo, Higher Education Branch, Anadarko Area Office, Bureau of Indian Affairs. Mr. Toyebo covered the field of Higher Education for Indians; from the application process to gain entrance to college through to the benefits and enjoyment one can expect from higher education. He also told of the need for higher education for all Indian People.

OBJECTIVE FOUR: TO PROVIDE SUPPORTIVE FINANCIAL ASSISTANCE TO INDIAN STUDENTS WITH SPECIAL NEEDS.

Newsletter.

During the school year the Project Act mailed out eight newsletter. Each edition was approximately four hundred issues.

The Newsletter informed Parents of the available services that they were elgible for, and how they might use them. The application for supportive services was mailed out along with the first Newsleter. The Newsletter also told the parents of the procedure for visiting the schools, and kept them informed on matters such as elections, including the Title IV Election.

Student worker Fred Parton at his library work station

Student worker Leslie Quoetone at her BIA work station

Supportive Services.

In addition to the Newsletter, the following services were provided by Project Act:

Eye examinations	61
Eye glasses	43
Auto mechanic fees	2
Class dues	35
FHA fees	1
FFA fees	9
Career Opportunity Day University of Oklahoma)	13

The Project Act Staff also provided transportation to and from the Indian Health Service Clinc.

PROCEDURAL GOALS

Parent Advisory Committee.

The Parent Advisory Committee has the following members:

Allen Quetone, Chairperson
Special Assistance for
Tribal Affairs
Bureau of Indian Affairs
Anadarko Area Office

Stan Speaks, Vice Chairperson
Agency Superintendent
Bureau of Indian Affairs
Anadarko Agency

Pam Edge, Secretary
Homemaker

Pat Eaglenest, Member
Secretary, Education Branch
Bureau of Indian Affairs
Anadarko Area Office

Sharon Sadongei, Member
Teacher
Anadarko Public Schools

Gene Quetone, Member
Riverside Indian School
Bureau of Indian Affairs

Carolyn Sadongei, Member
Student
Anadarko High School

Renee Bantista, Member
Student
Anadarko High School

Phyllis Tartsah, Member
Student
Anadarko High School

Alene Martinez, Alternate Member
Secretary, Administration
Anadarko Area Office
Bureau of Indian Affairs

Student tutor Debbie Birdshead tutoring a junior high student

The Anadarko Parent Advisory Committee performed a Needs Assessment of the needs of the students of the Anadarko school system. This was done by mail. The Needs Assessment Instrument was developed by the Parent Committee.

The Parent Committee also interviewed prospective job applicants for Title IV positions.

A Career Awareness Class session

The Parent Committee met jointly with the Johnson-O'Malley Parent Committee to discuss mutual areas of interest to prevent overlapping of efforts.

The Parent Advisory Committee attended the National Indian Education Conference at Oklahoma City, and the Fall Title IV Technical Assistance Conference at Lawrence, Kansas.

The Parent Committee assisted in writing the proposal for refunding that was submitted to the Office of Indian Education, U. S. Department of Health, Education, and Welfare. The Committee also assisted in the compliance to the deficiency notice that was a part of the refunding process.

The Parent Committee also planned and implemented an inservice sensitivity session for the certified staff of the Anadarko School District. The local Board of Education was invited, as well as the professional employees of the district. The program included lunch, talks on Indian education, and original poetry written and presented by one of the student members of the Committee.

Anadarko Public School Administration.

As in previous years Mr. Harold Clark, Superintendent, Anadarko Public Schools, and Mr. J. D. Cunningham, Assistant Superintendent of Anadarko Public Schools worked closely with the Parent Advisory Committee in achieving the four stated objectives of Project Act.